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MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

HONORED by COLLEGES

Governor Earle and Superintendent Ade Among Those Receiving Learned Degrees

Governor George H. Earle shared honors with four members of the staff of the Department of Public Instruction, including Dr. Lester K. Ade, in receiving learned degrees at the hands of six institutions of higher learning. In recognition of his services to his country as "soldier, sailor and statesman," the trustees of St. Francis College at Loretto, Pennsylvania, conferred upon the Governor the honorary degree of Litt. D., at the nintieth commencement of that Institution, last month.

State Superintendent Lester K. Ade, was doubly honored for his eminent achievements in education by Temple University, when he was granted the Litt. D. degree and made an honorary alumnus of the Institution. Dr. S. Parkes Cadman received a degree on the same occasion, which was the annual commencement, held in the municipal auditorium in Philadelphia, and attended by more than twelve thousand people including some twelve hundred members of the graduating class of Temple University.

Dr. Samuel Fausold, Deputy Superintendent of Public Instruction, was the recipient of two honorary degrees last month. Muhlenberg College, at Allentown, granted Dr. Fausold the degree of Pd. D., in recognition of his high educational standing and work; and Gettysburg College awarded him the honorary Sc. D., in education, on account of the splendid service he has rendered to the public schools of the Commonwealth.

Henry W. Klonower, Chief of the Teacher Education and Certification Division in the Department, was honored by receiving the Pd. D. degree from Ursinus College at Collegeville, Pennsylvania. The degree was given in recognition of Mr. Klonower's fine intellectual qualities and achievement as an educator and administrator in the Department of Public Instruction.

Miss Tressa Yeager, Chief of the Elementary Education Division in the Department, received the Ph. D. degree in educational research, at Columbia University, by virtue of her having completed the requirements for this advanced degree.

Dr. Horn Named Acting President at Muhlenberg

Dr. Robert C. Horn, dean of Muhlenberg College at Allentown, professor of Greek and for 32 years associated with the college faculty, was named acting president to succeed Dr. John A. W. Haas whose resignation became effective after more than 30 years service, at the annual commencement of the College last month. Dr. Horn, a native of Charleston, S. C., graduated from Muhlenberg in 1900.

PIONEER SPIRIT IN EDUCATION

Struggle a Factor in Success,
Dr. Ade Advises Youth
(From an Address)

Struggle and sacrifice are effective conditioners of the human organism and are part and parcel of the varied development of mankind toward a better civilization. Humanity is always best in face of difficulty. Most of the historic triumphs of American Life have been won amid hardship and sacrifice almost beyond belief. America was built by pioneers. These men and women fought the enemy, conquered the forest, cleared the land, built homes, established schools and churches, won freedom from England, and laid the foundation for a democratic form of government.

We must develop a high degree of self-reliance which the great Emerson declared to be the cornerstone of success. It is this spirit of self-reliance which makes for a manly independence, studious industry, rational frugality and self-denial. Do not hesitate to sacrifice in the fore part of your life if you hope to succeed in the latter part of your life. The road to future happiness lies in the acceptance of difficulties as a challenge to manhood.

We still need the spirit of the pioneer in this new age, for the problems that confront us here and now are as great as those that confronted the early man and woman who made this city, this state, and this nation. However, we need new kinds of pioneers—men and women who face the future fearlessly, intelligently, devotedly, enthusiastically, and who are seekers after truth whether this truth be a new law of physics, a new machine, a cure for disease, or a means of ending war. You and your teachers must help produce men and women who will have this pioneer spirit and a vision of the future, men and women who will help lead us into a new promised land.

Arkansas Centennial

Apropos the one hundredth anniversary of the admission of the state of Arkansas to the Union, the State Board of Education and the State Commissioner have prepared a very attractive booklet entitled "Arkansas, A Study of its Growth and Characteristics, 1836-1936," which is being made available to the school children of the nation and to any others who wish to study the history and the geography of that state. The pamphlet, while written in a condensed form, is non-the-less comprehensive in its presentation of the characteristic features of Arkansas.

RIISING TIDE OF TEACHER EDUCATION

Professional Improvement Resulting in Better Instruction for Pennsylvania's 2,000,000 Children

The rising tide of teacher education in Pennsylvania continues to demonstrate the loyalty and self-sacrifice of 62,692 public school teachers. Despite the difficult conditions occasioned by increasing teaching loads, reduction in salary, and the excessive demands made upon the teacher's time, the facts clearly indicate a steady, consistent rise in the professional status of teachers. These facts are disclosed in an interesting study completed by the Teacher Division of the Department of Public Instruction, in charge of Dr. Henry W. Klonower, following an examination of the education records of all the teachers employed in the public schools of the State.

The record shows that 99.5 per cent of Pennsylvania's 62,692 teachers have completed two or more years of preparation for teaching, as compared with 70.5 per cent 15 years ago. Many school districts indicate 100 per cent of their teaching staff as having two years or more of preparation. Bethlehem City, Hazleton, Lower Merion Township, Norristown Borough, Reading City, Upper Darby Township, Wilkes-Barre, Williamsport, and York are all so registered.

The improved instructional service in the public schools of Pennsylvania is especially reflected in the increased number of teachers who have continued their education to the college level. There are now 23,387 college graduates teaching in the public schools. This represents 37.3 per cent of the entire teaching personnel in the public schools of Pennsylvania and is in excess of the number of college graduates to be found in any other state. In 1920 only 7 per cent of the teachers employed had completed this more extended preparation and these included the teachers in the cities of Philadelphia and Pittsburgh.

What is most significant in the report is the remarkable increase in the number of college graduates who teach in the fourth class school districts, which are communities with less than 5,000 population and relatively limited in financial resources for the support of the public schools. Despite the difficulty in financing the schools in the fourth class school districts, the education standards of these teachers remain consistently high. In 1920, 7.5 per cent of the teachers in these districts were college graduates; today 33.3 percent are in this class. The steady advance in the education of teachers in the fourth class school districts under the jurisdiction of the county superintendents is remarkable especially in the light of the adverse economic conditions that prevailed.

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BETTER SCHOOLS THROUGH PUBLIC INFORMATION

Principles and Methods of Public Relations Considered

The Public Education Program of Pennsylvania is a cooperative enterprise between the Department of Public Instruction, the numerous school districts of the State, and the general public. In order to correlate the educational efforts of these several groups and to harmonize them on the basis of a common philosophy of education for the Commonwealth, it becomes necessary to distribute sound and authentic educational information on a wide scale.

Accordingly, the Department of Public Instruction, among its numerous services to education in the State at large, desires to keep these school people and other citizens as fully informed as possible as to facts, educational practices, policies, and programs. People are vitally interested in the schools; the degree and kind of interest they have, however, depends to a great extent upon the information they have as the basis of their attitudes and their judgment. The question arises, have we as school people done as much as we might to disseminate information to the people who support the schools? Has the Department of Public Instruction been rendering adequate service in this direction? To what extent should the Department of Public Instruction carry on a publicity program designed to induce the public to build and support better schools? To what extent should people in education cooperate with agencies now working to improve educational conditions?

The members of the Department of Public Instruction are eager to serve the people of Pennsylvania and to that end they solicit suggestions and aid in the planning of a program that will bring a more consistently vital type of education to all the children of the Commonwealth.

PERSONNEL CHANGES

Dr. Walter B. Jones

Recently appointed Chief of the Industrial Education Division in the Department of Public Instruction, is Dr. Walter B. Jones, of Allegheny County. Dr. Jones' higher education was pursued at Carnegie Institute of Technology, University of Pittsburgh, and Columbia University. He received his Doctorate at Columbia University in 1926.

His experience in the profession of education is both wide and profound. At different times he worked as journeyman in the metal trades, instructor in industrial arts and continuation schools of Pittsburgh and Milwaukee, and as instructor in the Works Management Department of the Carnegie Institute of Technology. During a period of eight years at the University of Pittsburgh he served in the capacity at different times as head of the Department of Higher Education, Director of the Bureau of Educational Records and Research, and as Professor of Industrial Education. Before accepting his present position as Chief of the Industrial Education Division in the Department, Doctor Jones was engaged in consultative work in the Division of Personnel Examinations.

Dr. Donald P. Davis

Upon the transfer of J. Y. Shambach to the position of Deputy Secretary of the School Employees' Retirement System, Doctor Donald P. Davis, Superintendent of Schools in Arnold Boro, in Westmoreland County, was appointed to the position of Chief of the Division of Child Accounting and Research. Doctor Davis, who took up his duties in the Department on July 15th, is a native of Crawford County and attended the local schools there, graduating from the Conneaut Lake High School in 1906 after completing his college preparatory course. His higher education was taken at Edinboro State Normal School, Grove City College, and the University of Pittsburgh—the last institution granting him a B. A. Degree in 1920, an M. A. Degree in 1930, and a Ph. D. Degree in 1935.

Since 1906 Dr. Davis has been continuously engaged as a teacher, principal, supervisor, and superintendent of schools in Crawford, Allegheny, and Westmoreland Counties. His career indicates a steady rise from elementary teacher to high school teacher and to supervising principal of elementary schools. In 1921 he accepted the position as Supervising Principal of the East Huntingdon Township School where he served for five years, leaving that position to become superintendent of the Arnold Boro Public Schools—the position which he held up to the time of his appointment in the Department of Public Instruction.

Samuel G. Conner

Samuel G. Conner of Media, Pennsylvania, has recently taken up his duties in charge of apprentice training in the Department of Public Instruction. After pursuing some work in the scientific department of the Coatesville High School, Mr. Conner entered the Williamson Trade School, where he specialized in the study of pattern making for three years, graduating in 1919. Ten years later he graduated with the Bachelor of Science Degree in Industrial Education at Pennsylvania State College, and has since that time pursued graduate studies—both campus and extension—at the University of Pennsylvania, the University of Pittsburgh, and the University of Akron.

From 1915 to 1929, Mr. Conner gained a variety of experiences as mechanic, engine designer, educational coordinator, and draftsman with the Baldwin Locomotive Works

in Philadelphia, Lukens Steel Company, and the Delaware County Supply Company. Mr. Conner has also had considerable experience in public school systems, having been engaged as a teacher in the Upper Darby School District, as Director of Vocational Education in the Aliquippa School District, and as apprenticeship training coordinator for the Ohio State Board of Vocational Education.

ANTICIPATING ANNIVERSARIES

- August 1 Maria Mitchell, 1818-1889. Astronomer and Librarian, discovered a comet in 1847. Elected to the Hall of Fame in 1915. "Every formula which expresses, a law of nature is a hymn of praise to God."
- August 1 Francis Scott Key, 1779-1843. Author of the "Star Spangled Banner."
- August 9 William Thomas Green Morton, 1819-1868. Demonstrated the use of ether as an anaesthetic in 1846. Elected to the Hall of Fame in 1920.
- August 15 Panama Canal opened, 1914.
- August 19 Orville Wright, 1871. Aviator and inventor.
- August 20 Benjamin Harrison, 1833-1901. Twenty-third president of the United States.
- August 29 Oliver Wendell Holmes, 1809-1894. Poet, Essayist, and Physician. Elected to the Hall of Fame in 1910. "Build thee more stately mansions, O my soul, As the swift seasons roll! Leave thy low-vaulted past!"
- Nov. 9-15 American Education Week.
- Dec. 8 Horace (Quintus Horatius Flaccus) 65-68 B. C. Roman Poet.
- 1936 Centennial of the famous McGuffey Readers. Regarded as the greatest educational influence of the period from 1836 to 1900 on account of their bearing on the inculcation of habits of thrift, honesty, industry, and right thinking.
- 1936 Anniversary of the Charter of Bucknell University. A memorial issue of the L'Agenda of the college commemorated this occasion.
- 1936 300th Anniversary of Founding of Harvard University. (Sept.)
- 1937 Horace Mann: 100th Anniversary of his becoming secretary of the State Board of Education of Massachusetts and laying the foundations of the free Public School System.
- 1937 150th Anniversary of the Adoption of the Constitution of the United States at Philadelphia. (Sept. 15, 16, and 17).
- 1937 40th Anniversary of Founding of P.-T.-A. in America.
- 1938 75th Anniversary of the Battle of Gettysburg.
- 1938 300th Anniversary of the first white settlement (Swede), first courts of law, and the first Capital within Pennsylvania.
- 1939 100th Anniversary of the birth of Frances E. Willard. "She knew the power of banded ill, But felt that love was greater still; So organized for doing good The World's united womanhood."

LAW AND LICENSING SCHOOL LEGISLATION

Delinquent Tax Abatement Act

According to the provision of Act No. 3 on delinquent tax abatement which was passed by the Legislature last month, 1935 taxes must be paid with principal and interest if any accrued, to qualify for payment of back taxes in instalments over a period of five years. The entire amount of back taxes for those years may be paid in a lump sum at face value without obligating the taxpayer to pay 1936 taxes. The law requires tax collectors and receivers of taxes to provide statements upon request and to accept tender of payment.

All inconsistent acts are suspended and this Act becomes a supplement to any and all statutes up to November 1, 1936.

The general interpretation of the bill is to the effect that it simply opens up and reenacts the previous abatement bill, and is effective for the same years, namely for 1934 and prior years. The act by no means indicates the establishment of a policy of abatement year after year. This act constitutes the last opportunity for the tax payers who are delinquent to put their house in order before November 1, 1936.

Appropriation For Flood-Damaged Libraries Proposed

An appropriation to the Department of Public Instruction for the purpose of replacing property loss of free public libraries, including the State Library, in Pennsylvania, that suffered losses by the flood, is proposed in a bill introduced in the House of Representatives by Assemblymen Simon and Flannigan.

The bill which calls for an appropriation of \$125,000 stipulates that no payment shall be made from the appropriation, if enacted into law, until the trustees or other persons in charge of a damaged library shall have filed with the Department of Public Instruction a detailed statement of the extent of the loss. After reviewing such reports, according to the bill, the State Council of Education shall fix the amount to which a library may be entitled from this proposed appropriation.

PROFESSIONAL LICENSING GROWS

A statement from the Department of Public Instruction indicates that the activities and services of the Bureau of Professional Licensing are increasing, and that the present season is one of the busiest for this Bureau, which is under the direction of Dr. Clarence E. Ackley. The Department has recently completed conducting examinations for more than 1300 applicants for licensure in beauty culture. These applications were distributed among 47 teachers, 38 managers, 1164 operators, and 92 manicurists, and were received from five large centers—612 coming from Philadelphia, 402 from Pittsburgh, 111 from Wilkes-Barre, 66 from Erie, and 140 from Harrisburg.

A somewhat smaller number of prospects for the osteopathic profession were examined on June 10-13 inclusive. The State Board Examination for the registration of nurses will be held on June 26 and 27 in Harrisburg, Philadelphia, Pittsburgh, and Wilkes-Barre.

The law enforcement division under the Bureau conducted hearings on three real estate cases, four barber cases, and three beauty culture cases, one of the larger beauty culture schools having been cited for a hearing to be held early this month to show causes why its license should not be revoked or suspended for violations of the law and regulations pertaining to beauty culture schools.

Under the Liquor Control Board, an analysis has been made of approximately 650 applications of examinees for the position of enforcement officer, and more than 500 applications of examinees for the position of investigation officer.

Barbers Urged to Serve Relief Families

The Department of Public Instruction, through the Bureau of Licensing and Law under the direction of Dr. Clarence E. Ackley, is requesting in a letter sent to the Secretaries of the Master and Journeymen Barbers Associations that the barbers throughout the State of Pennsylvania offer their tonsorial services gratis to families on relief.

ADULT EDUCATION AND RECREATION

Varied Achievements Portrayed at Vast Exhibit of W. P. A.

Exceptional Talent Evident in Extensive Display

The close relationship between the program of the Works Progress Administration and that of the Department of Public Instruction was evident in a recent display at the Farm Show Building at Harrisburg, of the products of the adult education and recreation teachers under the W. P. A. The education and recreation exhibits which were of a wide variety, demonstrated the character and extent of the work of these classes which have been working under the direction of some 4200 instructors, 2300 of whom are engaged in the educational program and 1900 of whom are carrying forward the recreational projects in Pennsylvania.

Of distinct significance in these exhibits is the fact that they were reproductions of actual work going on every day under the W. P. A. program, rather than mere specially prepared programs for public inspection. Among the activities exhibited in this natural manner were the following: an actual nursery school in operation, a C. C. C. Camp park-recreation project, playground activities in motion, a parent education class in session, a social science class of workers education, a literary and citizenship group at work, handicraft students including a coal carver practicing under an art teacher, a home hygiene school of adult women studying first-aid, shop pupils engaged in manual arts, some workers equipping a playground, and a class of women doing a variety of needlecraft work.

Outstanding in the educational and recreational display were the music and drama activities. These exhibits were especially noteworthy because of the fact that much of the music was composed by those who presented it. Likewise the scenery costumes, lighting effects, and other stage "props" for the dramas and pageants were made by the students under the W. P. A. program.

PROFESSIONAL BOARDS ANNOUNCE EXAMINATION SCHEDULE FOR CANDIDATES

PROFESSIONS AND OCCUPATIONS	DATE	CITIES
	AUGUST	
Candidates for Pre-Professional Credentials 12-13-14		Philadelphia, Pittsburgh, Scranton, Harrisburg and thirteen State Teachers Colleges.
	SEPTEMBER	
Barbers	First Tuesday	Philadelphia, Pittsburgh, Scranton, Harrisburg, Erie.
	OCTOBER	
Beauticians	Third Tuesday	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg, Erie, Philadelphia and Pittsburgh.
Pharmacists	7-8-9	Philadelphia and Pittsburgh.
Real Estate Brokers & Salesmen	Second Saturday	Philadelphia, Pittsburgh, Wilkes-Barre, Harrisburg and Erie.
	NOVEMBER	
C. P. Accountants	Undetermined	Philadelphia and Pittsburgh.
Nurses	27-28	Philadelphia, Pittsburgh, Harrisburg and Wilkes-Barre.
	DECEMBER	
Architects	Third week (Tentative)	Philadelphia and Pittsburgh.
Barbers	First Tuesday	Philadelphia, Pittsburgh, Erie, Scranton and Harrisburg.
Dentists & Dental Hygienists	8-9-10-11-12	Philadelphia and Pittsburgh.

ANNUAL CONFERENCE OF VOCATIONAL AND INDUSTRIAL TEACHERS

State College Will Be Host to Joint Session With Superintendents

The Department of Public Instruction and the Pennsylvania Vocational Association are cooperating in sponsoring the 23rd Annual Conference of Vocational and Practical Arts Teachers at State College on Thursday, July 30-August 1, inclusive. Conference groups have been arranged for supervisors and teachers of agriculture, home economics, industrial and vocational education, as well as for superintendents and principals of schools. Also included in the conference groups are instructors in colleges where vocational teachers are prepared.

Of special interest on this annual occasion is the Joint Meeting of the Vocational Association with the Superintendents' Conference which this year will be held on Thursday, July 30, at 1:30 P. M. Eastern Standard Time, in Schwab Auditorium. This joint session will be addressed by Dr. Lester K. Ade, State Superintendent of Public Instruction, who will speak on "Public School Responsibility for the Education of All the People."

Those planning to attend the conference are requested to register as soon as possible after arrival either at the registration headquarters in the Old Armory or at the first sessional meeting they attend. Conference programs and other information will be given at the registration places.

One of the valuable features of the conference will be the commercial exhibits consisting of an extensive display of vocational school supplies and equipment in the Old Armory.

The program is replete with practical topics for discussion by those concerned with the vocational and industrial education program of the State. Some of these subjects are as follows: Recent Trends in Vocational Education, Types of Guidance That Are Needed, New Policies and Future Outlook, A Well Balanced Shop Program, Looking Forward in Vocational Agriculture, New Policies and Next Steps, The Influence of the Home in Developing The Right Attitude, This Business of Personality, The Effect of Housing on Happy Living in Homes and Schools, Assuming New Leadership in Education For Youth and Adults, Relationships Between School and Industry in 1936, New Industrial Developments, and Expanding the Industrial Arts Program to Meet The Needs of That Great Army of Young People Who Are remaining in School Due to New Employment Practices.

The committee in charge of the arrangements for the program has secured a number of eminent educators to participate in the discussion of these subjects. The speakers include: Dr. Samuel Fausold, Deputy Superintendent and Dr. Paul L. Cressman, Director of the Bureau of Instruction of the Department of Public Instruction; L. H. Dennis, Secretary of American Vocational Association; Edwin A. Lee, Director National Occupational Conference; Louis M. Roehl of Cornell University, Lyman E. Jackson, United States Department of Agriculture; Florence Fallgatter, United States Office of Education; David C. Mobley, New York City; Earl L. Bedell, Detroit, Michigan; C. D. Whitney, University of Pittsburgh; Gilbert G. Weaver, New York State Department of Education; John A. Phillips, Pennsylvania Federation of Labor; and Glen U. Cleeton, Carnegie Institute of Technology.

New Federal Law Gives Impetus to Vocational Education

The extensive vocational education program that has been developed in Pennsylvania during the past several years received a new impetus with the announcement last month of the enactment of the George-Deen Vocational Law, which will become effective July 1, 1937. The provisions of this law will make it possible for Pennsylvania not only to continue her present high standard of vocational education, but to enlarge and enrich the program in the interest of the thousands of young people who are preparing for business and trades. While Pennsylvania has one of the best developed vocational education programs, there are several areas of interest in this field which are relatively undeveloped. The new law will make it possible to develop this type of education in new directions as well as to intensify the program in the areas already active.

The law as finally approved includes the following features:

1. An annual authorization for an appropriation of \$12,000,000 for agricultural education, trade and industrial education and home economics education. This \$12,000,000 will be divided equally between these three fields.
2. An annual authorization for an appropriation of \$1,000,000 for teacher education in vocational instruction.
3. An annual authorization for an appropriation of \$1,200,000 for instruction in the distributive occupations.
4. An authorization for these appropriations on a permanent basis.
5. Fifty per cent of the Federal Funds may be used without matching until 1942.
6. It becomes effective July 1, 1937. This will allow one year in which to make plans in the various states so that the money can be used wisely for the development of various phases of vocational education.

FIELD SERVICE

Educational Survey of Huntingdon School

After several weeks of cooperative study by several divisions of the Department of Public Instruction, the Educational Survey of the Industrial School at Huntingdon has been completed and an extensive report prepared for the school and the Department of Welfare by State Superintendent Lester K. Ade. In his letter of transmittal to Secretary John D. Pennington of the Department of Welfare, Superintendent Ade states: "This survey, which was made at your request, was conducted by Dr. Samuel Fausold, Dr. Walter B. Jones, and Dr. Frank H. Reiter of our Department. I am pleased that we have had this opportunity to work with you and I trust that the report may be helpful."

The report comprises fifteen chapters including the following headings: the planning of the survey, recommendations, the school and its educational problems, the purposes of the school, induction and adjustment in the school, vocational and educational guidance, general organization, the day school, the vocational school, the extra school program, and the teaching personnel.

Doctor Ade stated that other surveys are in process or being contemplated.

PERSONNEL EXAMINATIONS

Forty Thousand Candidates Sifted by Competitive Test for Positions

The function of the Division of Personnel Examination in the Department of Public Instruction, as established by Act No. 4 of 1933 and amended by Act No. 399 in 1935, is to prepare and supervise the administration of the examinations for the selection of employees under the Pennsylvania Liquor Control Board. The Board sets up the preliminary requirements which an applicant must meet before he is admitted to an examination, and the Department of Public Instruction evaluates these qualifications in terms of the requirements set up by the Board. When an applicant has met the minimum requirements, he is admitted to an examination on the basis of which eligibility lists are prepared. The Law strictly requires that an appointment to any position shall be made on the basis of rank on these lists.

Practically the only positions under the Laws of Pennsylvania that must be filled by competitive examination are those under the Liquor Control Board, and the preparation and administration of these examinations is under the Department of Public Instruction. The first examination was given in December 1933, and the latest one, January 1936. During those three years, 40,757 candidates have presented themselves for examinations in order to qualify for some seventy different positions. To date approximately 3500 persons have been appointed to positions, 1100 of whom were assigned to administrative work, and 2400 to store positions. Approximately eight and one-half percent of all persons who have taken the examination, have received an appointment, and this percentage will be appreciably increased when appointments based on eligibility lists from the January examination have been made.

The positions which have been filled under the Liquor Control Board are classified into six general groups. In the first group are Liquor Store Supervision and Operation, including managers, assistant managers, and clerks. This group accounts for a total of 14,134 persons that have been examined or 34½ per cent of the total. In the second group are included accounting, auditing, and bookkeeping positions. This group comprises 1,711 of the candidates or approximately 4%. In the third group are the stenographic and general clerical workers, comprising 3,004 of the examinees or approximately 7½%. In group four are the licensing, enforcement and investigation officers, accounting for 2,870 or 7% of the persons examined. The fifth group comprises the editorial positions, accounting for thirty-eight persons. In group six or general service, are 17,278 or 42½% of the examinees.

The significance and impressiveness of the 40,757 candidates examined is appreciated when one realizes that this number represents one out of every 293 persons, including men women and children in the Commonwealth of Pennsylvania. Or if instead of the total population of the Commonwealth, only those qualified by age, sex, education and experience should be included, the number would be approximately one in every fifty eligible in the Commonwealth.

In charge of the Division of Personnel Examinations in the Department of Public Instruction are Dr. Ray E. Smith, Chief of the Division, and R. E. Iffert, Personnel Research Assistant.

STUDENT AID AVAILABLE IN VARIED FIELDS

Scholarships and Other Gratuities Listed for Worthy Candidates

How may a student without money go about getting aid to attend college? What opportunities are there for scholarships, fellowships, and part time jobs? What are the special fields of work offered by certain colleges? Which colleges offer scholarships and other forms of student aid in particular fields of work? Queries of this kind are being raised every day particularly at this time of year, by students, parents, and organizations interested in college education for needy graduates.

Of the various sources of information on such questions, the Institute of Student Aid at Hartford, Connecticut, is one of the most serviceable. Through the medium of a full-sized monthly periodical, this organization tells of the funds which the various colleges and universities have at their disposal for the purpose of granting aid of all kinds to students. It also gives information about the courses which these universities give and the special work they do. Now in its twentieth issue, this magazine, during the past five years or so, has compiled and published specific information of college opportunities in a score of states, including Pennsylvania, and has prepared lists of scholarships in as many professions and occupations in the various colleges of the United States, and has described in detail a half dozen or more special funds for use of worthy students who seek to advance their preparation for professional careers.

A general idea of the extent and variety of information in the issues of Student Aid published thus far, may be gained by noting the following itemization of the first nineteen issues of the magazine. This list indicates the various states that have been treated from the standpoint of their educational opportunities, and the various professions that have been dealt with in the pages of the magazine with reference to scholarships and student aid available. The list follows:

- No. 1—Connecticut
Dentistry
Universities of France
Loan Funds I
- No. 2—Virginia
Architecture
Universities of Canada I
Loan Funds II
- No. 3—Arizona
Forestry
Institute of International Education
- No. 4—Massachusetts I
Journalism
- No. 5—Oregon
Veterinary Medicine
- No. 6—Massachusetts II
Aeronautical Engineering
Universities of Canada II
- No. 7—New Jersey
Library Science
- No. 8—Indiana
Optometry
- No. 9—District of Columbia
Law
- No. 10—Washington
Social Work
- No. 11—Tennessee
Music I
- No. 12—Pennsylvania
Pharmacy I
- No. 13—Kansas
Music II
- No. 14—Michigan
Pharmacy II

- No. 15—California
Fine Arts
- No. 16—New York
Chemical Engineering
- No. 17—Georgia
Theology I
- No. 18—Vermont
Nursing
- No. 19—Ohio
Theology II

AUXILIARY AGENCIES

P. T. A. Safety Program

A concerted attack on the traffic accident toll, which in 1936 exceeded thirty-six thousand, is being made by the National Congress of Parents and Teachers together with seven other national organizations. In promoting this practical campaign, the President of the National Congress of Parents and Teachers issued the following concise caution:

Walk Safely—Cross at Corners; Obey Signs, Signals, and Traffic Officers; Walk on the left side of the highway—facing approaching traffic; Drive skilfully; Learn Traffic Rules and Regulations; Respect the rights of pedestrians; Watch for children; Always keep car under control and in safe mechanical condition; Teach Children traffic safety and set them a Good Example; Co-operate in community safety movements—working for uniform legislation, and improved traffic courts.

Encourage and Participate in Safety Programs of Parent-Teacher Associations—using leaflet distributed by Traffic Safety Education Project of the National Congress of Parents and Teachers as a guide.

Growing Interest in P. T. A. Founders Day

Reports from about fifty percent of the Parent-Teacher Associations of Pennsylvania indicate that some thirteen thousand members attended the Founders Day observances this year. The inference from this fact would suggest that approximately twenty-five thousand Parent-Teacher members participated in celebrating the anniversary of Founders Day of the Association. This number is by far the largest in the history of the Association; and those who are directing the affairs of Parent-Teacher work in Pennsylvania are confident that next year's attendance will greatly exceed the attendance for the present year, inasmuch as 1937 marks the fortieth anniversary of Founders Day. Plans are already being made for an elaborate and appropriate celebration next year.

An index of the growth of the Parent Teachers Association in Pennsylvania during the past eight years is evident from figures showing the number of Founders Day observances in Pennsylvania from 1929 to 1936;

Year	Observances
1929	134
1930	223
1931	244
1932	337
1933	332
1934	433
1935	520
1936	559

Sixteen new local Parent-Teacher Associations were reported in the last issue of the Parent Teachers Magazine; and fifteen local associations having an attendance at the Founders Day celebration of over two hundred each were likewise announced. These two facts further testify to the dynamic growth of this active organization.

CALENDAR OF EDUCATIONAL EVENTS

- July 28-30
Superintendents' Conference, Pennsylvania State College, State College, Pennsylvania.
- July 30—August 1
Annual Vocational Conference, Pennsylvania State College.
- July 31—August 14
Seventh World Conference of New Education Fellowship, Cheltenham, England.
- August 13
Chautauqua Day (P.-T.-A.), Chautauqua, N. Y.
- August 31—September 7
World Congress of Youth, Geneva.
- October 1-2
Central Convention District, Lock Haven, Pa.
- October 5-9
Annual Safety Congress, Atlantic City.
- October 7-8
Education Congress, Department of Public Instruction, Harrisburg, Pa.
- October 13-15
Convention of the Pennsylvania Congress of Parents and Teachers, Harrisburg, Pa.
- October 15-17
Western Convention District, Pittsburgh, Pa.
- October 16
Northwestern Convention District, Erie, Pa.
- October 16-17
Bucknell Conference on Education, Lewisburg, Pa.
- October 23-24
Eastern Convention District, Reading, Pa.
- October 23-24
Midwestern Convention District, New Castle, Pa.
- October 30-31
Secondary Education Conference, Harrisburg, Pa.
- December 2-5
Annual Convention American Vocational Association, San Antonio, Tex.
- December 28-30
State Convention of P.S.E.A., Harrisburg, Pa.

EFFECTIVE EDUCATIONAL PRACTICES

Department Seeks to Publish Practical Projects

The Department of Public Instruction is desirous of extending its services by reporting in the monthly PUBLIC EDUCATION bulletin school projects of unusual merit and success in the different school districts of Pennsylvania. Such school work as successful teaching units, teacher aids and materials, reports of curriculum revision, results of experiments and investigations, successful commencement or other types of programs, in-service teacher education programs, or any other information of State-wide interest and value should be sent to the Division of Curriculum Construction, Department of Public Instruction, Harrisburg, Pennsylvania.

ADMINISTRATION AND FINANCE

School Districts Receive Appropriations From the Department of Public Instruction

According to a statement by Dr. Lester K. Ade, Superintendent of Public Instruction, more than \$8,000,000 have been distributed to school districts for payment of appropriation up to the present week. About 2,000 school districts of the fourth class received \$5,730,000 of the amount; and 164 school districts of the second and third classes received something more than \$2,742,000. Still owing school districts for appropriation for February, March, and April in the current year is \$5,670,000.

Up to June 1, special aid for financially handicapped and distressed school districts had been sent out in the amount of \$1,732,032.66. Of the 468 districts filing application for special aid more than 260 were accommodated under this fund.

The prospect of reviving the Public Works Administration, according to a statement from the Department of Public Instruction, has definitely stimulated plans for new school buildings throughout the State, and the Department has received many requests for counsel and field service from various school districts. The Institutions under the control of the Department of Public Instruction have had architects and engineers engaged in developing plans and specifications so that application for Federal aid under the Works Progress Administration may be obtained in order to have these institutions meet the provision of the Fire and Panic Act.

Progress in Local School Units Projects

The Department of Public Instruction, which is cooperating with the Federal Government on a "Study of Local School Administrative Units and Attendance Areas," has announced that gratifying progress is being made in the work.

Ten states are participating in this study which is known as Federal Project No. 5122 under the Emergency Relief Appropriation Act of 1935. Pennsylvania, which is one of the first to accept the invitation, plans to investigate present conditions and learn what can be done to organize more satisfactory schools, attendance areas, and local administrative units. At the present time 46 counties in Pennsylvania are employing relief workers on this project, and three additional counties are assembling data without requesting relief workers. The activities of these workers, who number almost 100, are directed by the county superintendents. Three non-relief workers in the Department of Public Instruction and operating under its supervision, coordinate the work of the various field activities.

W. P. A. Museum Projects

Museum extension workers chosen to demonstrate their activities under the W. P. A. included groups employed at the following types of projects: casting and coloring relief maps, making models to demonstrate the story of "The Home From the Earliest Times", hand coloring of costume plates from the "Story of Clothing", making miniature models of historic buildings for use on table maps of Pennsylvania, and making and assembling characters for shadow and marionette shows.

PROFESSIONAL ORGANIZATIONS

State Art Chief Aids in National Movement

To promote art education in public, private and professional schools as well as in colleges and universities in America, is the objective of the newly organized National Association for Art Education, which includes among its Board of Governors, C. Valentine Kirby, Chief of the Division of Art in the Department of Public Instruction. While the program of the new Association does not lose sight of the value of fine art as such, yet it places the greater emphasis on the development of taste which will make the average citizen more appreciative of grace of design and beauty of color in the objects in his everyday environment.

The National Association for Art Education further plans to stimulate an interest in art by correlating its efforts with those of the National Education Association, the American Institute of Architects, the Progressive Education Association, and the National Congress of Parents and Teachers. In this way the Association hopes to encourage the teaching of art in every school district, assist interested high school students in selecting art schools, work for the improvement of professional art standards, and advance the teacher education program in this field.

Another means for the accomplishment of its ends will be the affiliation of this National Association with such organizations as the Eastern Art, Pacific Art, Southeastern Art and Western Art Associations, coordinating the work of these with a view to increasing the general effectiveness of the art program.

Mr. Kirby, who has had charge of the art program in the Department of Public Instruction for some years, is confident that Pennsylvania's program will be materially expanded and enriched by the activities of the National Association for Art Education, of which he is a member of the Board of Governors, and a charter enrollee.

CURRICULUM CONSTRUCTION

Department Perfects Plan to Improve Instruction Program in Public Schools

With a view to improving its services in the field of instruction in the public schools of the Commonwealth with special reference to providing adequate materials for classroom use, the Department of Public Instruction has given considerable time to the perfection of the organization of the Curriculum Construction Division. The function of this Division at present comprises several phases; first, a unifying committee, which acts in an advisory capacity on curriculum problems. This committee concerns itself with the general curriculum program for the State and with investigations and experiments of import to courses of study. It likewise advises on the preparation of State courses of study, recommends personnel for the production of new courses, and coordinates the work of the personnel involved in preparing educational material for the schools.

It constitutes a clearing house for the distribution of curriculum materials and for the encouragement and development of a State-Wide curriculum revision program.

The Division is available also to assist the professional institutions in developing courses in curriculum construction, in rendering aid to schools in the surrounding areas in preparing materials for courses of study, in developing curriculum laboratories for studying curriculum materials, and in giving help to schools in the surrounding areas in organizing professional study groups.

Another phase of the work of the Curriculum Construction Division consists in its direct service to local school districts. In the interest of improving the program of instruction in the schools of the State in the construction of courses of study adapted to meet local needs, this Division is available to advise local school authorities on carrying out this aspect of the improvement of instruction.

1936-1937 CALENDAR FOR TEACHERS COLLEGES

The tentative 1936-1937 calendar for the State Teachers Colleges of Pennsylvania as adopted by the Board of Teachers College Presidents is as follows:

First Semester (1936)

Final Date for Entrance Examination	Tuesday, Sept. 8
Registration and Classification of All Freshmen	Wednesday, Sept. 9
Registration and Classification of All Other Classes	Thursday, Sept. 10
Classes Begin	Friday, Sept. 11
Thanksgiving Recess Begins	Wednesday, 12M. Nov. 25
Thanksgiving Recess Ends	Monday, 12M. Nov. 30
Christmas Recess Begins	Saturday, 12M. Dec. 19
Christmas Recess Ends	Monday, 12M. Jan. 4
First Semester Ends	Friday, 12M. Jan. 22

Second Semester (1937)

Second Semester Begins	Tuesday, 12M. Jan. 26
Easter Recess Begins	After last Class Thursday, Mar. 25
Easter Recess Ends	Tuesday, 12M. Mar. 30
Class Work Ends	After Last Class Friday, May 21
Alumni Day	Saturday, May 22
Baccalaureate Sermon	Sunday, May 23
Senior Day, Ivy Day, Class Night	Monday, May 24
Commencement	Tuesday, May 25

Details of the events indicated in this calendar will be adapted and arranged according to the circumstances and traditions of the individual colleges. This is especially true of the activities during Commencement Week. The demonstration school calendar is not given, for the reason that each college arranges its own schedule for conducting this project.

SUMMER SESSIONS FOR TEACHERS

Twenty Thousand Teachers Attending Fifty Professional Institutions in Pennsylvania

Summer schools are in session in forty-eight colleges and universities in Pennsylvania. They represent seventy per cent of the total number of institutions of higher learning. The great majority of the courses are six weeks in extent, although there is an increasing tendency in a number of the colleges to offer instruction for nine weeks and in some instances twelve weeks. The picture of activity thus shown on the campuses throughout the State is in marked contrast to the silence that prevailed around college plants years ago, when all institutions were closed during the summer months.

It is estimated that twenty thousand students are in attendance at the Pennsylvania Institutions. Great numbers of Pennsylvania teachers and supervising officials will also be registered in leading universities in other States, prominent among which are Columbia, Duke, Harvard, New York and others.

Among the more recent additions to the courses of study is the provision made this summer in practically all Pennsylvania Colleges for instruction in visual education. This emphasis is a new development due largely to its being a requirement for all forms of teachers' certificates issued subsequent to September 1, 1935, that are to be made permanent.

Leafing through the summer session announcements, one observes a number of courses of the newer type that reflect the current interests of the day. Among these may be mentioned courses in criminology, propaganda, accounting machines, traffic safety and automobile operation, biography, present economic problems, political theories, dancing, the family, speech practice, social legislation, bands and orchestra.

Courses For Teachers of Special Education

Professional courses for teachers engaged in the education of orthogenic backward children are being offered this summer at the State Teachers Colleges at Bloomsburg and California. Besides the courses offered during the regular summer sessions at these institutions, there will be post sessions of three weeks after the summer term. These courses have been so scheduled that students may secure nine credits in the psychology and education of the orthogenic backward. Demonstration classes with carefully selected pupils will be conducted in connection with these courses, and observation as well as participation in these activities is required of the student teachers enrolled. The work at California will be under the direction of Mrs. Katherine B. Hazlett, Pittsburgh, and that at Bloomsburg under the direction of Miss Helen O'Donnell, Supervisor of Special Education at Scranton.

An unusual opportunity for Industrial Arts Education adapted to the needs of experienced special class teachers is in operation at the California State Teachers College.

The schedule for these classes has been arranged that teachers may enter at different times during the summer, thus making it possible for teachers desiring to take this work to avoid conflict with other professional education plans they may be carrying out.

Course For Teachers of Safe Driving

The first practical instruction in teaching teachers to teach safe automobile driving ever conducted in the United States opened at the Pennsylvania State College on June 29 as part of the main Summer Session. It is one of the 400 courses offered at the College this summer.

Professor Amos E. Neyhart of the Department of Industrial Engineering who developed the systematic method of teaching automobile driving in a manner to insure safe driving, is conducting the course. At the conclusion of the six weeks' work at State he will leave for Washington, D. C., where he will join the American Automobile Association in its campaign for safe driving.

To Enrich Rural Curriculum

A Course for rural teachers, dealing specifically with the Block Program of Instruction, and concerned with the special problems of one and two-teacher schools is being given this summer at the West Chester Teachers College.

The course aims to encourage and equip teachers to apply in a practical way in the schools of rural Pennsylvania the newer techniques that have been developed for making use of the natural environment in developing programs of learning. The course presupposes the need of a greatly enriched school experience for rural children and the development of units of work based on rural community resources with a view to inculcating adaptations in the pupils to meet their needs of life.

ANNUAL EDUCATION CONGRESS

Preliminary Plans Completed for Annual Meeting on October 7-8

The program for the annual Education Congress to be held at Harrisburg on October 7th and 8th is gradually taking shape. Dr. Samuel Fausold, Deputy Superintendent of Public Instruction, who has been designated chairman of the program committee, has held a series of committee meetings with a view to developing a program that will give consideration to the most vital educational problems of Pennsylvania's public schools.

The first day of the conference, Wednesday, October 7, will consist of three separate conference groups, each of which will discuss a different problem such as finance, instruction, etc. These separate conferences will continue during both the morning and afternoon sessions. The deliberations and conclusions of these groups will be summarized by a committee appointed for the purpose who will report the findings before the General Session the following day.

The Wednesday evening meeting will be a General Session in the Education Forum, and will be addressed by State Superintendent Lester K. Ade, and other noted educators.

On Thursday, October 8, the Congress will convene in the Education Forum for an open meeting at which a report from the three discussion groups of the previous day will be heard and discussed.

A luncheon for the Congress will be served at the Penn-Harris Hotel on Thursday at noon. The luncheon meeting will be addressed by eminent educators, following which the Congress will adjourn.

Safety Education in the Public Schools

New Department Bulletin Outlines Comprehensive Suggestions on Promotion of Life and Happiness in Pennsylvania.

In introducing the new Bulletin of the Department of Public Instruction entitled "Safety Education in the Public Schools," a Manual of Organization and Administration, Dr. Lester K. Ade, Superintendent of Public Instruction, explained the purpose and function of safety education in Pennsylvania as follows:

"The Pennsylvania Legislature has written into the School Law the teaching of safety education in every public school established and maintained by the Commonwealth.

"The Commonwealth, through all of its governmental agencies, is making an effort to protect its children and its citizens. The agencies more particularly interested in safety for childhood include the Department of Public Instruction—through the development of a general safety education program; the Bureau of Motor Vehicles of the Department of Revenue—through the development of safe motor vehicle laws and the activities of the Highway Patrol; the Department of Highways—through the development of safe roads; the Department of Labor and Industry—through the development of safe building standards and industrial shop standards.

"Safety Education has been included in Pennsylvania's program of public education because of the importance of safety in promoting life and happiness. Safety education in the public schools helps to make boys and girls safety conscious; teaches them to face danger as well as to avoid it; and develops social traits so necessary for an appreciation of the feelings of their fellow citizens and the protection of all life.

"Curriculum experiences intended to develop citizenship activities related to safety elimination of hazards, safe, hygienic and sanitary school buildings—these are the goals toward which we should strive in organizing the school in such a way as to achieve the objectives set forth in the Children's Charter: 'For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly.'

The new bulletin on "Safety Education in the Public Schools," comprises such phases of the subject as Pennsylvania's Program of Safety Education, Opportunity for Safety Education in the Curriculum, Safety Practices for the pre-school Child and the Elementary School Child, Safety in the Vocational Education Laboratories, Fire Protection and Escapes, Safety Patrols and Councils, Athletics and Safety, Safety on the Playground, Safety in Swimming and First Aid Clubs, and Accident Reporting.

TEACHER EDUCATION INFORMATION

Teachers College staffs, school administrators and superintendents, teachers, and prospective teachers now have access to a selected bibliography on EDUCATION OF TEACHERS which has been compiled by the Office of Education at Washington. This list of authoritative publications on the professional preparation of America's teachers has been compiled from some 1700 references on this subject found in reports of National Committees, Association Yearbooks and Proceedings, Masters' and Doctors' theses, Government publications, books, and educational journals.

SUGGESTIONS FOR SCHOOL BOARD SECRETARIES

Code Requirements for Recording Minutes and Transactions of Business

The principal function of a School Board Secretary is to record the transactions of the Board both accurately and completely. The School Code offers numerous instructions on this point, some of which are presented here for the information and convenience of school directors charged with this function.

Section 403 requires that the Secretary shall make a record at each meeting of all members present and record the vote on certain motions. The minutes of the previous meeting should be read and approved.

Sections 312, 314, 315, and 511 stipulate that all bills should not only be approved by the Board, but should be listed in the minutes so as to show the amounts and to whom and for what the monies were expended. However, the Treasurer may pay out funds of the school district upon an order signed by the President and the Secretary for contracts previously approved by the School Board.

Sections 314 and 315 declare that the Secretary shall prepare and sign the minutes. When unnumbered, each page of a loose-leaf minute book should be signed by both the President and the Secretary.

Section 309 states that no business shall be transacted at a special meeting unless it is named in the "Call" of the meeting.

Sections 306 and 404 suggest that every board of directors should adopt some standard rules of procedure, a sample of which is printed in the back of the School Code.

Section 221 authorizes a board of school directors to declare vacant the office of a member who neglects or refuses to attend two successive meetings, unless detained by sickness or other necessary reason, or if he refuses to act in his official capacity.

Sections 307 and 310 assert that each board of school directors shall have specified times and places at which to hold its meetings, and members shall have reasonable notice of all special meetings.

Section 707 deposes that sealed bids shall be solicited in purchasing first class supplies such as desks, chairs, typewriters, and apparatus in amounts of 100 or more; and Section 708 requires school boards to solicit sealed bids in purchasing second class supplies such as maps, globes, and the like in amounts of \$300 or more.

Section 617A places the same requirement on repairs or new construction work.

Section 706, however, authorizes the Secretary of the board to purchase supplies of either class costing less than \$100 provided the members have given him such authority.

LIBRARY AND MUSEUM

Educational Museum Problems Discussed

Serving Public Interests Keynote of National Conference

Representing the Department of Public Instruction of the Commonwealth of Pennsylvania at the thirty-first annual meeting of the American Association of Museums recently held in New York, was Gertrude D. Fuller, Assistant Director of the State Museum. Much emphasis, according to Mrs. Fuller's report, was given to suggestions for developing and maintaining the interest and cooperation of the public. Among other media for attaining this objective discussed at the meeting was that of a lecture course presenting talks by educators dealing with various types of museum material including archaeological, historical and craft projects. Organized community projects were also presented as an effective device for stimulating public interest in museums. The importance of changing the exhibits from time to time to maintain fresh interest was also considered practical.

Service to youth as well as to casual visitors seeking a refreshing interlude was another objective which was considered possible through proper publicity methods.

Among other technical topics presented at this meeting, which was attended by a thousand members of the profession, were professional issues, professional ethics, cooperation, educational responsibility, and acquisition policies in the fields of art, science, history, and industry.

Another very valuable feature of the conference consisted of systematic visits to the Metropolitan Museum of Art, the American Museum of Natural History, the Brooklyn Museum, and the Museum of Industry.

HOME AND SCHOOL VISITOR

Attention Given to Pupils Suffering Disadvantages

One of the primary interests of the Home and School Visitor is helping children who are in need of special assistance to become socially adjusted. In dealing with these children, who are to be found in every school district, the Home and School Visitor endeavors to understand the individual child with respect to his educational maladjustments, his abilities and disabilities, his interests and antagonisms, his attitudes towards his teachers and their attitude toward him, and other factors that stand in the way of the child's progress and personal comfort. She likewise makes an effort to see the child with other children and studies his reaction to group and individual contacts.

Other elements in the child's environment which are of particular concern to the Home and School Visitor are his Home and his Community. She becomes acquainted with his home life and observes the relationships that exist between parents, between parent and child, and among brothers and sisters. In the community she tries to discover any condition that may be operating against the child's best interests.

COORDINATION OF DEPARTMENT SERVICES

Cooperative Efforts of the Several Divisions Discussed as an Efficiency Measure

With a view to developing the organization of the Department of Public Instruction to the highest possible point of efficiency, the Bureau Directors, Division Chiefs, and members of the staff recently discussed ways and means of coordinating the work of their several units. By giving consideration to such questions as the following, the members of the Department discovered ways and means by which they might improve their services in the program of education for Pennsylvania's children.

- (1) How can the Bureau of Instruction assist the Bureau of Professional Licensing in the developing of adequate courses of study for the professions and occupations under the direction of the latter?
- (2) How can the various Divisions in the Department best cooperate in making surveys of public educational institutions?
- (3) How can the Bureau of Instruction most effectively correlate its work with that of the Teacher Education Division and of the State Teachers Colleges?
- (4) What should be the relationship between the Department of Public Instruction and the Liberal Arts Colleges engaged in the preparation of teachers?
- (5) What is the best method of correlating the various researches and experiments in the interest of improving educational practice under the several Bureaus and Divisions in the Department?
- (6) How can the several Divisions of the Department best correlate their efforts to serve local school districts in the development of courses of study?
- (7) On questions pertaining to school budgets, what should be the relation between the Bureau of Administration and Finance and the Bureau of Instruction?
- (8) In what ways can the Retirement Board correlate its activities with those of the Bureau of Administration and Finance, the Teacher Certification Division and other Divisions in the Department?
- (9) How can the Department of Public Instruction coordinate its services with those of other educational agencies such as the P. T. A., American Legion, the Scouts, the National Youth Administration, and so on?
- (10) Can the Department of Public Instruction correlate its work with that of correspondence education agencies?
- (11) Can the Board of Censors make a contribution to the program of education through the Bureau of Instruction?
- (12) Can the Bureau of Instruction be of service to the School Buildings Division in adapting school plants to the program of study?

AUGUST CALENDAR FOR SCHOOL OFFICIALS

DATE DUE	SUBJECT OF REPORT	SECTIONS OF LAW	FORM NUMBER OF REPORT
AUGUST			
1	Application for Appropriation for High School Tuition	1711A	PIBB-14
1	Annual Extension Education Report	1210 & 4106	PIEE- 1
1	Superintendent's Report	1151	PIBB-18
1	Annual Financial Report	317	PIBB-16
SEPTEMBER			
15	Retirement Report		PIRB-22 PIRB-22b